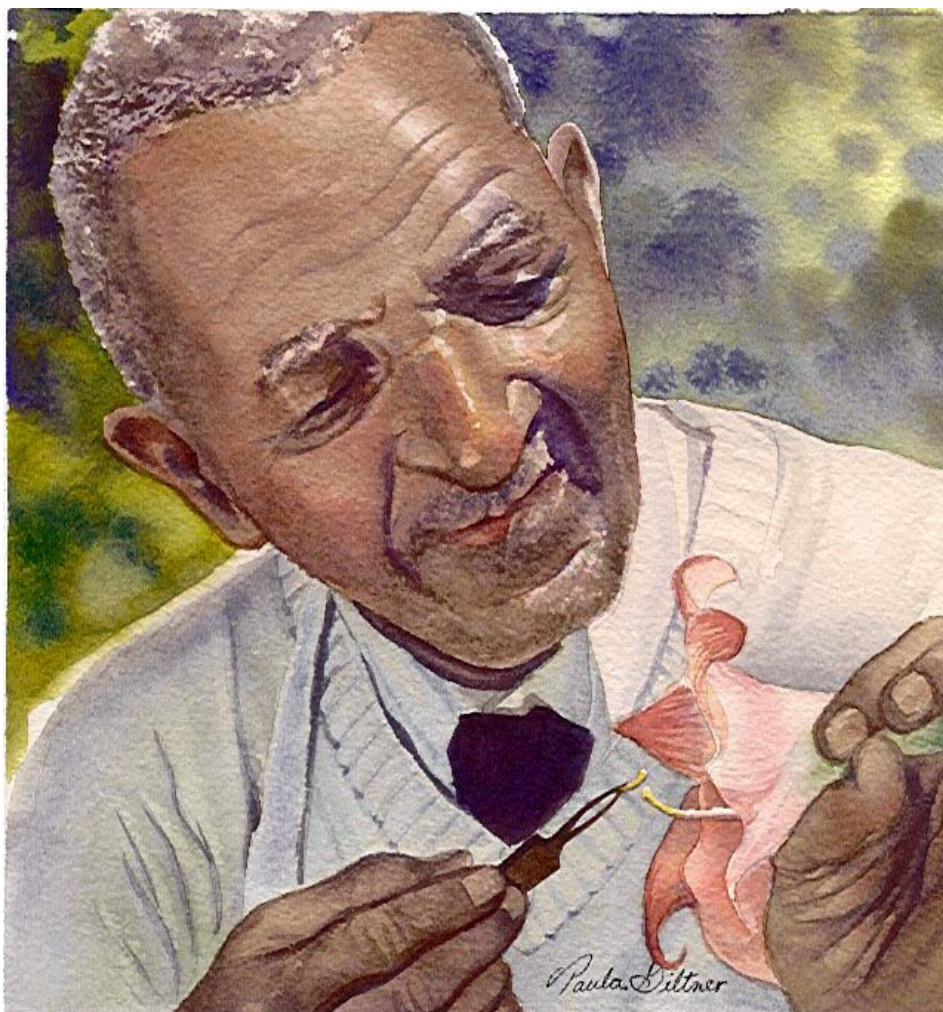


National Park Service
U.S. Department of the Interior

George Washington Carver National Monument
Diamond, Missouri



Discovering George Washington Carver — *A Man of Character*



Character Education Curriculum Grade 6

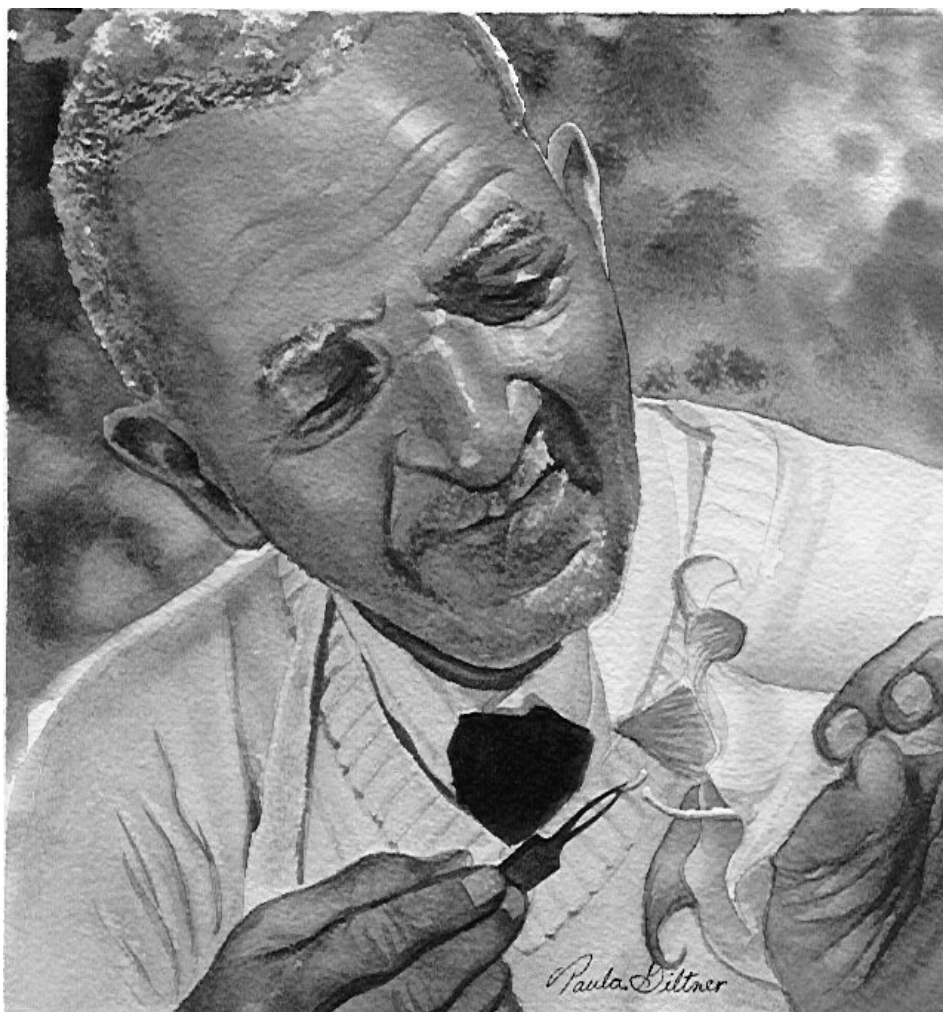
EXPERIENCE YOUR AMERICA™

National Park Service
U.S. Department of the Interior

George Washington Carver National Monument
Diamond, Missouri



Discovering George Washington Carver — *A Man of Character*



Character Education Curriculum Grade 6

EXPERIENCE YOUR AMERICA™

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Welcome to

“Discovering George Washington Carver—A Man of Character!”

Character education, lifeskills, ethics...whatever the name, educators model it on a daily basis! The George Washington Carver Character Education Curriculum combines fun, character-building activities for students, along with the life story of George Washington Carver.

This package contains resource material to help introduce the story of George Washington Carver, the first African American scientist and educator to receive the distinguished honor of having a national park created for him: George Washington Carver National Monument in Diamond, Missouri. Dr. Carver’s life modeled perseverance, patience, kindness, and many other excellent virtues.

Also included are curriculum-integrated activities and materials to assist students on their journey into character education. Links to the Missouri Show-Me Standards are listed in all lessons. This booklet is a wonderful addition to an educator’s toolbox of character-building tools, to help students make right decisions when faced with moral choices. The anchor of the booklet is Dr. Carver’s letter called “8 Cardinal Virtues”, written as a thank you letter to a group of his students at Tuskegee Institute in 1922.

Dr. Carver was a strong proponent of education, believing it to be the key to success for young people everywhere: “...*education is the key to unlock the golden door of freedom to our people.*” His philosophy and his life present a timely message for students today. George Washington Carver was truly “A Man of Character”!

Contact Information

George Washington Carver National Monument

5646 Carver Rd.

Diamond, MO 64840

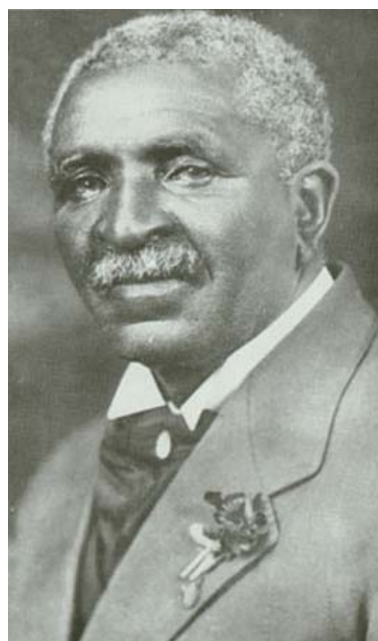
(417) 325-4151

Email: gwca_interpretation@nps.gov

Website: www.nps.gov/gwca

"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and the strong. Because someday in life you will have been all of these."

- G.W. Carver



About George Washington Carver National Monument

George Washington Carver National Monument in Diamond, Missouri is the birthplace and boyhood home of George Washington Carver. Authorized as a national monument in 1943, the memorial to Carver is the first national monument to an African American, the first to an agricultural scientist, and the first birthplace monument to a person other than a United States President.

The visitor center contains a museum with exhibits that trace Carver's life from being born into slavery and growing up on the Moses Carver farm to his role as an artist, educator, devout Christian, and humanitarian, as well as a world-renowned agricultural scientist. A documentary video depicting Carver's life and work is available for viewing, and there is a wide variety of books and souvenirs in the park's gift shop. Visitors may also enjoy the Carver Science Discovery Center, a hands-on science center where students explore the sciences using microscopes, computers, puzzles, games, and more.

Outdoors, a ¾-mile self-guiding trail winds along the streams, woods and prairie where Carver walked and played as a young child. The trail consists of the birthplace cabin site, the "Boy Carver" statue by Robert Amendola, the restored 1881 Moses Carver house, and the Carver family cemetery.

Ranger-led education programs are available year-round with advance reservations. Curriculum-based programs include:

- George Washington Carver: "I Can"
- 19th Century Lifestyles
- The Plant Doctor
- Dr. Carver: the Artist
- Dr. Carver and the Civil Rights Trail
- Pioneer Days
- Environmental-Education
- Art & Essay Contest for 4th grade students

Guided tours of the nature trail are available upon request, and a Junior Ranger program is available year-round.

The National Park Service invites the general public to visit the George Washington Carver National Monument to learn of the life, the struggles, and the scientific innovations of George Washington Carver. George Washington Carver National Monument is administered by the National Park Service, U.S. Department of the Interior.

OPERATING HOURS:

Daily 9 a.m. until 5 p.m. Closed Thanksgiving, Christmas, and New Years Day

No admission fee.

CONTACT INFORMATION:

George Washington Carver National Monument

5646 Carver Road

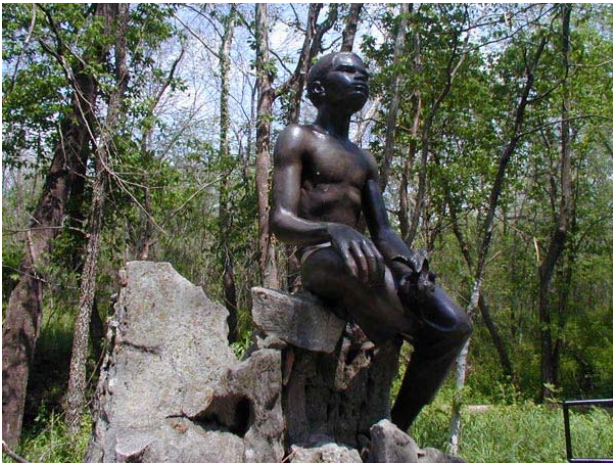
Diamond, MO 64840

Phone 417-325-4151

Fax 417-325-4231

Email gwca_interpretation@nps.gov





Free Loan Materials

Photocopy this form, and place a checkmark beside the items you would like to borrow. Return the form to George Washington Carver National Monument.

Items should be reserved at least two weeks in advance and returned upon completion of module teaching. The only cost is return postage. Grade level recommendations are indicated in parentheses.

☐

Videos:

(Grades K-3) *The Boyhood of Carver*, 12 minutes

☐

(Grades 2-4) *George Washington Carver by Kaw Valley*, 29 minutes *

☐

(Grades 4-8) *Man of Vision*, 28 minutes *

☐

(Grades 4-8) *George Washington Carver by BAA*, 30 minutes

☐

(Grades 5-8) *The Peanut Man*, 30 minutes *

* These items are available for purchase from the Carver Birthplace Association. A copy of the complete Sales List may be requested if interested in purchasing the items. Educators receive a 20% discount on all purchases.

☐

Sales List

☐

Education Packet – including fourth grade curriculum, 8x10 photos, field trip information and a Calendar of Events

Your name/School name: _____

Address: _____

Telephone: _____

Mail to: George Washington Carver National Monument
5646 Carver Road
Diamond, MO 64840

Or fax to: (417) 325-4231 Or telephone: (417) 325-4151



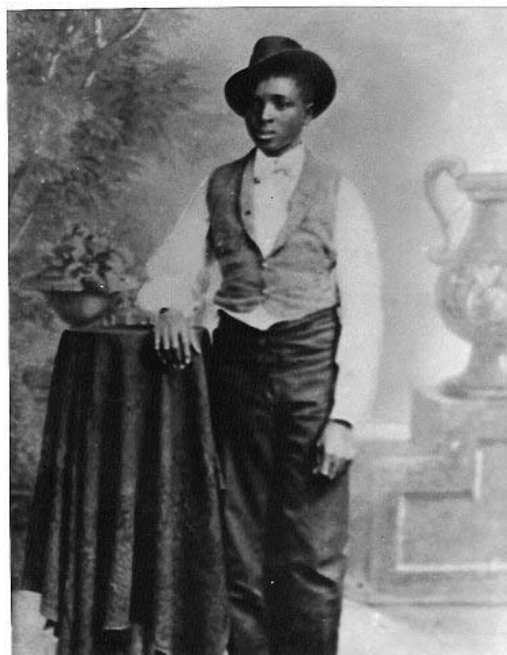
Part I

George Washington Carver



Teacher Support Information

George Washington Carver



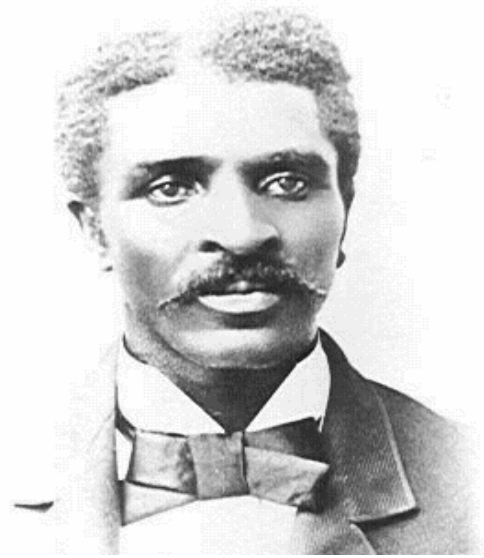
His impact on the world is undeniable, but the road to success was slightly less certain. His story begins shortly after westward expansion exploded across the Midwest. Moses Carver, a white settler from Illinois, purchased a 13-year-old slave girl, Mary, for \$700 in 1855 and brought her to his homestead in Diamond Grove, Missouri. Circa 1864 (no real records were kept of slave births at the time), Mary gave birth to a baby boy whose first year of life was anything but peaceful..

But before the end of the year, George Washington Carver and his mother, Mary, were abducted by a band of outlaws. An older brother, Jim, hid during the attack and remained on the farm. Moses sent a Union Scout, John Bentley, to recover Mary and George, offering the soldier one of his finest steeds as payment for his services. Only George, however, was returned to the Carvers. When rescued, he was found alone by the side of the road, nearly frozen. The ordeal left George with a terrible case of whooping cough requiring constant care to stave off what was considered an inevitable demise.

The conclusion of the Civil War heralded the end of slavery and the beginning of an uncertain time for the newly freed Carver boys. Now orphans, “father was killed shortly before my birth while hauling wood to town on an ox wagon,” the siblings remained at the Carver homestead to be raised by Moses and his wife, Susan.

George Washington Carver

Because of his poor health as a child, George helped Mrs. Carver with the domestic duties while Jim tended to the more physical outdoor chores. In his spare time, George was drawn to nature and the outdoors, exploring the woods, fields and streams around the 240-acre farm. His love of plants earned him the title of the neighborhood “Plant Doctor” and led to his lifelong study of nature. His abundant curiosity about the natural world around him led the young explorer to desire a formal education.



At about ten or twelve years of age, he left what he had always known as home, on a quest for enlightenment that led him through poverty, prejudice, violence, and injustice. Because he was black, George was not allowed to attend school near Diamond, so he walked approximately eight miles to Neosho and the Lincoln School for black children. His determination spurred him to travel throughout Kansas just to finish his high school education. In Ft. Scott, Kansas, he was exposed to the most violent racism he had ever seen in his life, witnessing the lynching and burning of a black man. In fear for his own life, George left Ft. Scott, never to return nor to forget what he saw.

Shaken but not deterred, he worked odd jobs, supporting himself as he continued to pursue his education. In most of the places he lived, he operated a small laundry business, earning enough money to pay for his tuition, books, and food.

His acceptance to Highland College in Kansas was received with much jubilation. Upon arrival, however, he was refused admission because of his color. Discouraged, he tried his hand at homesteading in Kansas. Finally in 1890, he applied and was accepted as an art major at Simpson College in Iowa, where he was the only African-American student. Within a year, his desire to serve his people forced a painful decision to leave the study of art.

Carver transferred to Iowa State Agricultural College (presently Iowa State University) to pursue a Bachelor of Agriculture degree. After completing the undergraduate program in 1894 and a Masters of Agriculture degree in 1896, he accepted an offer from Booker T. Washington to become the head of the Agriculture Department at the Tuskegee Institute in Alabama.

George Washington Carver

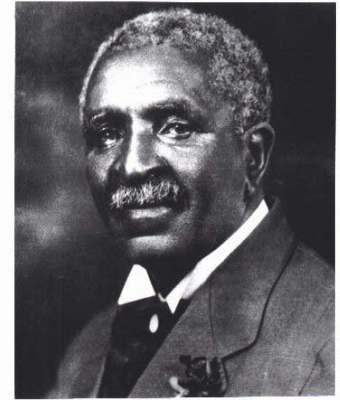
The Institute was established to teach young black men and women industrial education to promote self-sufficiency. Here, Carver became a beacon to students who were inspired by his ability to succeed despite many obstacles.

At Tuskegee, Carver continued the work he had begun in childhood, as he toiled to implement the ideas of crop rotation and crop diversification. Carver understood that the soil was being depleted of its nutrients by “king cotton.” To help replenish the land, Carver recommended planting legumes like peanuts and soybeans, also known as “nitrogen fixers.” Farmers listened to Dr. Carver, which led to a new problem...too many peanuts! So, Dr. Carver set to work in his lab to find new ways to utilize the peanut. Discovering over 300 uses, Dr. Carver also experimented with the soybean, sweet potato, and other crops.

Carver embraced a message of hope “to help the man farthest down,” and produced a series of free agricultural bulletins aimed at providing the poor farmer with better farming techniques and recipes for nutritious meals.

Recognized as an expert on the peanut, he became the first black American to testify before a congressional committee (on behalf of a tariff on imported peanuts). He had a business friendship with Henry Ford, collaborating on soybean research. Carver was also a popular speaker at YMCA clubs and other organizations. Dr. Carver’s rise as a symbol of interracial peace and harmony prompted Congress to authorize the purchase of the Moses Carver farm in 1943, establishing George Washington Carver National Monument.

George Washington Carver remained at Tuskegee Institute until his death on January 5, 1943. During his lifetime, Dr. Carver gained worldwide acclaim. His true legacy, however, is found in the strength of his character. Although he experienced many hardships and violent times because of slavery, illness, poverty, and racism, he accepted his calling to his fellow man and epitomized the role model for success. His “I CAN” attitude propelled him from the bonds of slavery to become a man history will never forget.



George Washington Carver

*"There is no short cut to achievement.
Life requires thorough preparation-
vener is't worth anything."*

- G.W. Carver

Chronology *of the Life of George Washington Carver*

Circa 1860

Born on the farm of Moses and Susan Carver at Diamond Grove, Missouri, where his mother Mary was a slave. The identity of his father is unknown, but he is believed to have been a slave on a neighboring farm who died shortly after young Carver's birth.

Circa 1865

In the waning days of the Civil War, mother and baby were abducted by outlaws. George was later recovered in Arkansas, but his mother was never found.

Circa 1866

After the slaves were freed, the Carvers raised George and his older brother Jim as members of their family. Too frail and sickly to do heavy farm work, George learned instead to wash laundry, cook, and sew. Much of his free time was spent exploring nature, and collecting wild flowers, stones and insects.



1870s

Young George learned to read at an early age. Denied admittance to the local school, George was educated at home for a time by a private tutor. Eager for a formal education, he left the farm to attend the Lincoln School for black children in Neosho, Missouri.

1878

In search of further schooling, George joined the westward migration to Kansas. He worked odd jobs in Fort Scott, attending school whenever the opportunity arose. In 1879, however, he fled Fort Scott in horror after witnessing the lynching of a black man.



Circa 1880

After working for two years as a laundryman and itinerant field hand in several Kansas towns, Carver moved to Minneapolis, Kansas, to complete his high school education. Upon graduating he applied to Highland College at Highland, Kansas, and was accepted by mail. When he arrived at Highland, however, he was denied admission because of his race.

1886

His hopes for a college education dashed for the moment, Carver became a homesteader in Ness County, Kansas. He built his own sod house and struggled to raise chickens and vegetables on arid land. While living in Ness County, he was elected assistant editor of the local literary society's newspaper and began to demonstrate a talent for painting.

1888-1890

Restless and discouraged by his fruitless efforts at homesteading, Carver pulled up stakes and made his way to Iowa. At Winterset, Iowa, he was befriended by a couple, the Milhollands, who were impressed by his artistic ability and encouraged him to seek training. He applied to Simpson College in Indianola and was admitted. After paying his fees, Carver was left with only ten cents, whereupon he opened a laundry that supported him through college. Although Carver had come to Simpson College to study art, his instructor, aware of his love for nature and concerned about his ability to earn a living as a black artist, urged him instead to pursue a de-

gree in science. He eventually abandoned his plans for an artistic career, even though one of his paintings received an award at the Chicago World's Fair in 1893.



1891

Transferred to Iowa State College of Agriculture and Mechanical Arts at Ames. Active in student affairs, he became the football team trainer. Following graduation in 1894, he was appointed to the faculty as an assistant in botany while studying for a master's degree. He published two papers of scientific merit in the field of mycology (the study of plant fungi), an interest he was to maintain throughout his life. The first black graduate of the college, Carver was also its first black faculty member and the first black person to receive an advanced degree from Iowa State, in 1896.

1896

Booker T. Washington, principal of Tuskegee Institute in Macon County, Alabama, asked Carver to direct the school's agriculture department and experiment station. While he would have preferred to devote himself to the pure science for which he had been trained, Carver realized the opportunity for service to his people would be greater at Tuskegee.



1897

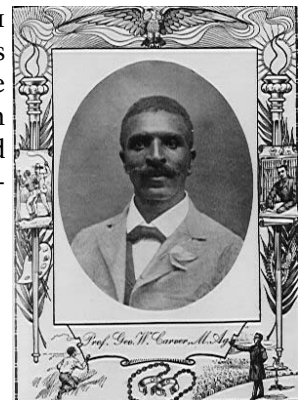
Finding that no laboratory existed, George demonstrated his resourcefulness with salvaging waste materials and improvised a laboratory at Tuskegee out of junk-pile scrap. He also set up an experimental farm, where he quickly revitalized the exhausted soil and improved crop yields dramatically. Concerned about the strangle-hold the cotton single crop system still maintained on the Southern economy, he experimented with such crops as cowpeas, soybeans, peanuts and sweet potatoes. In 1898 he published the first of 32 bulletins intended to teach modern agricultural techniques to impoverished local farmers. He still found time to paint, however, and he occasionally lectured on art to the student body.

1906

In addition to teaching at the institute, Carver devoted considerable time to advising the area's farmers. He urged them to submit samples of their soil and water for analysis and taught them soil-building methods, livestock care and food preservation techniques. In 1906 he designed Tuskegee's Jesup Wagon, a demonstration laboratory on wheels, which he believed to be a significant contribution toward educating farmers.

1911

Carver's relationship with Booker T. Washington had its many stormy moments. In 1911 Washington, alarmed at the deficits in farm operations, removed Carver from his post as director of the agriculture department. Incensed, Carver considered leaving Tuskegee until Washington offered him an appointment as head of the newly-created research department with the promise of a new laboratory. Carver accepted the position and moved into the laboratory where he applied himself to developing improved food processing methods and new industrial uses for farm products.



1915

Elected a Fellow of the Prestigious Royal Society of Arts of London.

1920

Invited to speak before the convention of the United Peanut Association about the myriad of uses he had developed for the peanut.

1921

Impressed by Carver's presentation, the peanut growers asked him to testify before the Ways and Means Committee of the U.S. House of Representatives in support of the protective tariff for their commodity. His successful appearance before the committee drew national attention and fixed his identification with the peanut firmly in the public mind.

1922

Concerned about lynchings, violence and racial injustice, Carver became active in the promotion of interracial harmony. He toured throughout the South for nearly 20 years. Beginning in 1916 he appeared under the sponsorship of the Y.M.C.A. Later he served with the Commission on the Interracial Cooperation, a group concerned with encouraging understanding between the races and ameliorating the conditions under which black southerners lived.

1923

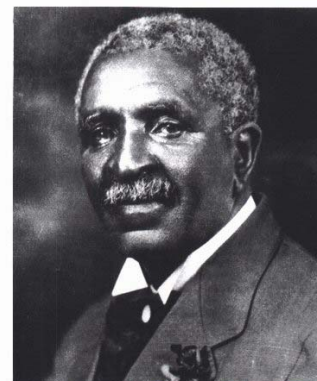
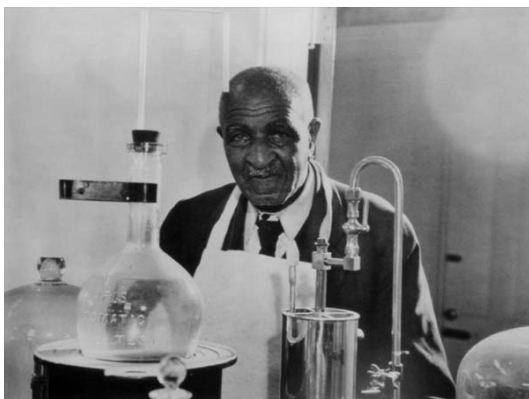
Dr. Carver began to receive numerous awards and honors. The National Association for the Advancement of Colored People gave him the Spingarn Medal for distinguished research. Following commendations from the United Daughters of the Confederacy and the Royal Geographic Society of London, Carver modestly made light of his talents and attributed his success to the Lord.

1925

Advancing age, troubled health and a desire to further investigate some of his ideas persuades Carver to give up teaching in favor of full-time research. Earlier, a group of businessmen had formed the Carver Products Company with no great success. For a time Carver's copyrighted cough medicine was marketed through the Carver Penol Company, though with little return to its inventor or investors. Carver's research during this period focused primarily on peanut by-products, but he also experimented with industrial uses for sweet potatoes, cotton, corn and petroleum.

1931

Dr. Carver undertook lecture tours of the Midwest, the Northeast and the upper South. He wrote that he was "being invited to places to speak where we thought, a few years ago, that would never open up to colored people." Growing national prominence brought a deluge of requests to speak, but recurrent illness forced him to decline most invitations.



George Washington Carver

1932

For the next seven years Carver was to spend much of his time exploring the benefits of the peanut oil massage in the treatment of a number of afflictions, particularly muscle damage resulting from poliomyelitis. Though he gained much publicity for discovering the “cure” for polio, Carver vehemently denied any such claim. Nevertheless, thousands came to Tuskegee for therapeutic massage, and many believed themselves helped by the treatments. Carver sought, but never won, the endorsement of the American Medical Association for his method.

1935

The U.S. Department of Agriculture appointed Carver a collaborator in its Plant Disease Survey in recognition of his work with plant fungi over the years. Several native American fungi are named for him, since he was the first to identify them.

1939

Awarded the Theodore Roosevelt Medal for distinguished service. Part of his introduction at the award ceremony read: “...a liberator to men of the white race as well as the black; a bridge from one race to the other, on which men of good will may learn of each other and rejoice together in the opportunities and potentialities of their common country.”

1940

In order that his work might continue after his death, Carver established the George Washington Carver Research Foundation at Tuskegee Institute. He bequeathed his life savings to the foundation.

1941

The George Washington Carver Museum was founded by the Tuskegee Institute to display his scientific and artistic accomplishments, his honors and his awards. The museum was designated a national treasure in 1976 when it became a main feature of the Tuskegee Institute National Historic Site.

1943

Died at Tuskegee Institute on January 5 after a long struggle with pernicious anemia. That same year Congress declared his birthplace at Diamond, Missouri a national historic site, establishing the George Washington Carver National Monument.

1973

Elected to the Hall of Fame for Great Americans.

- 1st National Monument established for an African-American
- 1st National Monument for an American Scientist
- 1st National Monument established for an American educator
- 1st Memorial recognizing world peace through interracial understanding



Character of a Man

George Washington Carver had several opportunities to give up and disappear into rural Midwestern obscurity. Instead, he chose to overcome his obstacles, defy convention, and excel in the face of overwhelming challenges. The “peculiar institution” he was born into could not stifle his curiosity for the world around him, just as a debilitating childhood disease could not overcome his tenacious life.



This old notion of swallowing down other people's ideas and problems just as they have worked them out, without putting our brain and originality into it and making them applicable to our specific needs must go, and the sooner we let them go, the sooner we will be a free and independent people.

— G. W. Carver
Dec. 19, 1898

A misguided ideology that separated two races and divided a nation would not prove enough to derail his desire for a now mandatory education.

Rising or falling, I believe is practically inherent within the individual, and since races and nations are made up of individuals, they progress or are held back by the percentage of individuals who will, or will not do the right thing.

— G. W. Carver
letter to Dr. G. F. Peabody
Sept. 20, 1923



The desire for education prompted him to leave his home between the ages of 10 and 12, with no money and what few personal belongings he could carry, to pursue, at best, an uncertain future.

The future propelled him into a national spotlight for his work to help repair a country recovering from a not-so-civil dispute, by educating its agricultural producers of more efficient ways to plant their crops and how to best utilize the vegetables of their labors.

We are the architects of our own fortune and the hewers of our own destiny.

— G. W. Carver



George Washington Carver at Simpson College

Carver became a symbol of unity and humanity to a nation guilty of its own racial phobias, united in a global military movement to uphold the rights of an oppressed people abroad.



Tuskegee students

Take care of the waste on the farm and turn it into useful channels should be the slogan of every farmer.

— G. W. Carver
Letter to the editor

We are all brothers, all of us, no matter what race or color or condition. We rise together or we fall together.

— G. W. Carver
*Quoting a newspaper article
April 2, 1929*



Iowa State College

And most importantly, George Washington Carver was an educator. His life was devoted to “help(ing) the farmer and fill(ing) the poor man’s dinner pail,” and the struggle “to get our people to see that their color does not hold them back as much as they think.” He made his simplistic and practical approach to education and race relations relevant to students, farmers, and congressional lawmakers alike.



Carver teaching at Tuskegee



Student harvest at Tuskegee Institute

Look about you. Take hold of the things that are there. Let them talk to you. You learn to talk to them.

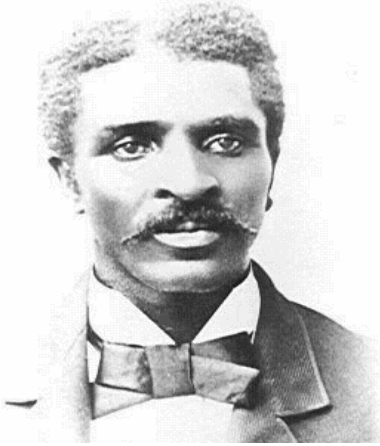
— G. W. Carver



George Washington Carver and President Franklin Delano Roosevelt

8 Cardinal Virtues

George Washington Carver was a popular teacher who inspired his students to academic achievement. Dr. Carver thought of his Tuskegee students as his children, evident in this thank-you note written after receiving a Christmas present from the senior class. Dr. Carver was known to give advice and encouragement on many matters and assisted his students in any way he could, corresponding with many of them long after their Tuskegee years.



THE TUSKEGEE
NORMAL AND INDUSTRIAL INSTITUTE
Founded By Booker T. Washington

For The Training Of
Colored Young Men And Women

George W. Carver
Department of Research and Experiment Station
Tuskegee Institute, Ala.

January 9, 1922.

Mr. L. Robinson:

I wish to express through you to each member of the Senior class my deep appreciation for the fountain pen you so kindly and thoughtfully gave me Christmas.

This gift, like all the others, is characterized by simplicity and thoughtfulness, which I hope each member will make the slogan of their lives.

As your father, it is needless for me to keep saying, I hope, except for emphasis, that each one of my children will rise to the full height of your possibilities, which means the possession of these eight cardinal virtues which constituted a lady or a gentleman.

- 1st. Be clean both inside and outside.
- 2nd. Who neither looks up to the rich or down on the poor.
- 3rd. Who loses, if needs be, without squealing.
- 4th. Who wins without bragging.
- 5th. Who is always considerate of women, children and old people.
- 6th. Who is too brave to lie.
- 7th. Who is too generous to cheat.
- 8th. Who takes his share of the world and lets other people have theirs.

May God help you to carry out these eight cardinal virtues and peace and prosperity be yours through life.

Lovingly yours,

G. W. Carver.



Part II

Character Education Lessons—Grade Six



George Washington Carver

Character Education

Trust Me! Lesson 1

Objectives:

- Students will participate in a trust-fall activity which will require them to trust one another.
- Students will recognize how other people influenced the life of George Washington Carver and how people influence their own lives.
- Students will recognize the importance of trust in a relationship and will identify ways trust can be achieved.

Materials and Preparation:

Materials:

Reading 1.1 and 1.2, one per partnership
Notebook paper

Preparation:

Gather needed materials.

Lesson:

Trust Us

Arrange the students in groups of two. Explain to the students they will do a trust-fall activity with their partner. Inform the students that in order for the activity to be successful, they must be totally focused and committed to honoring each other's trust. Review the following components of the trust-fall activity:

Body Position of Spotter (catcher)

- Feet are planted about shoulder width apart with one foot slightly ahead of the other.
- Knees are slightly bent and relaxed.
- Back is straight.
- Hands are held with fingers together, elbows bent, aimed at upper back/shoulder blades of participant (faller).
- Eyes are focused on participant (faller), ready to catch the faller.

Body Position of Participant (faller)

- Feet are together.
- Hands are clasped together at collar bone.
- Body is held stiff as a board.
- When trusting (falling), toes come off the ground and weight transfers to heels.

Allow the students a few minutes to become familiar with the body positions of each participant. When

the students are comfortable with the positions, introduce the following communication sequence:

- When ready, the participant (faller) announces, "Spotter Ready?"
- The spotter (catcher) responds, "Ready!"
- When beginning to fall back, the participant (faller) calls out, "Trusting!"

The spotter responds with, "Trust me, (name)!" The spotter reaches out to make physical contact with the participant as soon as he/she begins to fall. It is essential that the catcher does not allow the faller to "free fall" as this will make it difficult to make a safe and effective catch.

Allow the students to exchange roles at least two times. At the conclusion of the activity, invite the students to share their thoughts. *Was it difficult to trust the person during the first fall? Why or why not? Was it easier to trust after being caught the first time? Why? What correlation can we draw between this activity and our daily lives?* Note: Do not require the students to participate in the trust-fall activity. If the students are uncomfortable, allow them to observe the interactions of the other participants.

George Washington Carver

Distribute Sheets 1.1 and 1.2 to student partnerships. Inform the students that the handout is a copy of an actual autobiography written by George Washington Carver. Invite the students to share information they know about Carver. Instruct the partnerships to read the letter and to create a list of people who had an influence on Carver's life. Next to the character's names, students should identify the character's traits. For example, the Carvers demonstrated patience, kindness, and concern, and helped George foster a love of learning.

When the activity is complete, compile a list of the students' findings. As a class, discuss the following questions:

- *How do you think these relationships and the examples shown by these people affected Carver's life?*
- *Who has shown examples of these traits in your life? How have they affected you?*
- *Do you influence the lives of the people around you?*
- *If so, in what way?*
- *Do you think George Washington Carver trusted these people? Explain.*
- *How do you gain someone's trust?*
- *Is it only through words or through actions as well?*

Inform the students that George Washington Carver had many close personal relationships. At Tuskegee Institute, where Carver taught and conducted research for over 40 years, there are more than 130 boxes of correspondence between Carver and his acquaintances. This does not include the 100 pieces located at George Washington Carver National Monument or others that were destroyed in a fire in 1947. Ask,

- *Why do you think Carver had so many close relationships?*
- *How many close personal relationships do you have? Why?*
- *Is it better to have a lot of friends or just a few? Explain. What character traits do you look for in a friend?*
- *Do you think Carver had these traits?*

Closing

Inform the class that during the next few lessons they will learn more about George Washington Carver and about what the roles trustworthiness and self-discipline played in his life. Challenge the class to find

real-life examples of trustworthiness and self-discipline over the next few days. Keep the autobiography for use in later lessons.

Evaluate

- Are the students able to trust one another?
- Are the students able to identify people who influenced the life of Dr. Carver as well as people that have influenced their own life?
- Do the students recognize that trust is an important part of a relationship?

Links to Missouri Show-Me Standards:

Communication Arts

Students will acquire a solid foundation which includes knowledge of and proficiency in reading and evaluating nonfiction works and materials (such as biographies, newspapers, technical manuals).

Social Studies

Students will demonstrate within and integrate across all content areas the ability to exchange information, questions and ideas while recognizing the perspectives of others.



1897 OR THEREABOUTS

As nearly as I can trace my history, I was about 2 weeks old when the war closed. My parents were both slaves. Father was killed shortly after my birth while hauling wood to town on an ox wagon.

I had 3 sisters and one brother. Two sisters and my brother I know to be dead only as history tells me. Yet I do not doubt it as they are buried in the family burying ground.

My sister mother and myself were *ku klucked*, and sold in Arkansaw and there are now so many conflictinng reports concerning them, I dare not say if they are dead or alive. Mr. Carver the gentleman who owned my mother sent a man for us, but only I was brought back, nearly dead with whooping cough with the report that mother & sister was dead, although some sauy they saw them afterwards going north with the soldiers.

My home was near Neosho Newton Co Missouri where I remained until I was about 9 years old my body was very feble and it was a constant warfare between life and death to see who would gain the mastery----

From a child I had an inordinate desire for knowledge, and especially music, painting, flowers, and the sciences Algebra being one of my favorite studies

Day after day I spent in the woods alone in order to collect my floral beautis, and put them in my little garden I had hidden in brush not far from the house, as it was considered foolishness in that neighborhood to waste time on flowers.

And many are the tears I have shed because I would break the roots or flower of off some of my pets while removing them from the ground, and strange to say all sorts of vegetation succeed to thrive under my touch until I was styled the plant doctor, and plants from all over the country would be brought to me for treatment. At this time I had never heard of botany and could scerly read.

Rocks had an equal fascination for me and many are the basketsful that I have been compelled to remove from the outside chimney corner of that old log house, with the injunction to throw them down hill. I obeyed but picked up the choicest ones and hid them in another place, and some how that same chimney corner would, in a few days, or weeks be running over gain to suffer the same fate I have some of the specimens in my collection now and consider them the choicest of the lot. Mr. and Mrs. Carver were very kind to me and I thank them so much for my home training. They encouraged me to secure knowledge helping me all they could, but this was quite limited. As we lived in the country no colored schools were available so I was permitted to go 8 miles to a school at town (Neosho). This simply sharpened my appetite for more knowledge. I managed to secure all of my meager wardrobe from home and when they heard from me I was cooking for a wealthy family in Ft Scott Kans. for my board, cloths and school privileges.

Of course they were indignant and sent for me to come home at once, to die, as the family doctor had told them I would never live to see 21 years of age. I trusted to God and pressed on (I had been a Christian since about 8 years old.) Sunschine and shadow were profusely intermingled such as naturally befall a defenceless orphan by those who wish to prey upon them

My health began improving and I remained here for two years, From here to Olutha Kans. to school, From there to Paola Normal School, from there to Minneapolis Kans. where I remained in school about 7 years finishing the high school, and in addition some Latin and Greek. From here to Kans. City entered a business college of short hand and type-writing. I was here to have a position in the Union telegraph Office as stenographer & typewriter, but the thirst for knowl- edge gained the mastery and I sought to enter Highland College at Highland Kans. was refused on account of my color.

I went from here to the Western part of Kans. where I saw the subject of my famous Yucca & cactus painting that went to the Worlds Fair. I drifted from here to Winterset Iowa, began as

head cook in a large hotel. Many thanks here for the acquaintance of Mr. and Mrs. Dr. Milholland, who insisted upon me going to an Art School, and chose Simpson College for me.

The opening of school found me at Simpson attempting to run a laundry for my support and batching to economize. For quite one month I lived on prayer beef suet and cornmeal. Modesty prevented me telling my condition to strangers.

The news soon spread that I did laundry work and really needed it, so from that time on favors not only rained but poured upon me. I cannot speak too highly of the faculty, students and in fact the town generally, they all seemed to take pride in seeing if he or she might not do more for me than some one else.

But I wish to especially mention the names of Miss Etta M. Budd (my art teacher Mrs. W. A. Liston & family, and Rev. A. D. Field & family. Aside from their substantial help at Simpson, were the means of my attendance at Ames.

Please fix this to suit)

I think you know my career at Ames and will fix it better than I. I will simply mention a few things

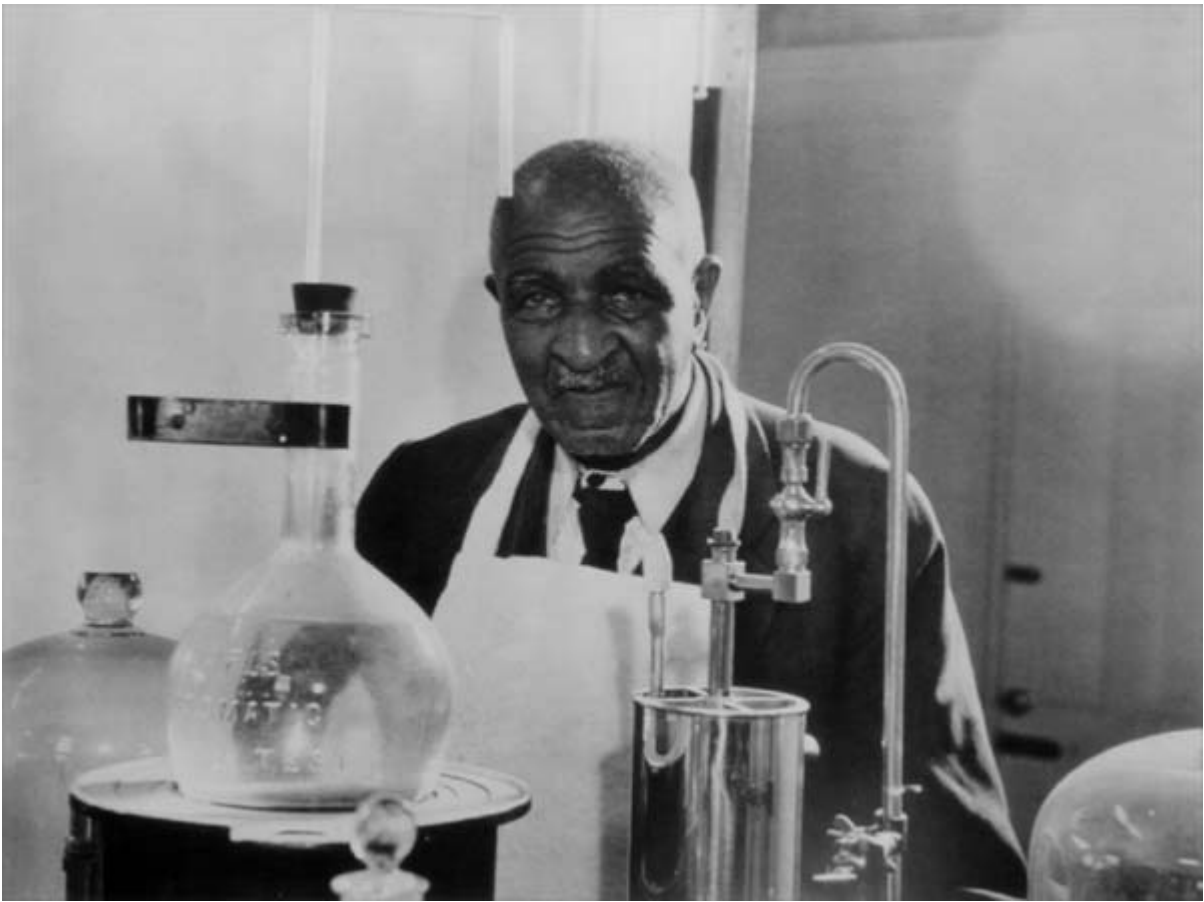
I received the prize offered for the best herbarium in cryptogamy. I would like to have said more about you Mrs. Liston & Miss Budd but I feared you would not put it in about yourself, and I did not want one without all.

I received a letter from Mrs. Liston and she gave me an idea that it was not to be a book or anything of the kind this is only a fragmentary list. I knit Chrochet, and made all my hose mittens etc. while I was in school.

If this is not sufficient please let me know, and if it ever comes out in print I would like to see it.

God Bless you all.

Geo. W. Carver
Letter to his former teachers at Iowa State
Collage, 1897



“I am no great person. I am no great scientist. I have only been able to point the way in a few things. After me will come those who can read and interpret the signs, the great of the world. I am only the trailblazer.”

— G.W. Carver

Objectives:

- Students will list and discuss the benefits of being trustworthy.
- Students will recognize trust factors associated with events in George Washington Carver's life.
- Students will write a five-paragraph essay about a trustworthy classmate.

Materials and Preparation:

Materials:

Chart paper (5)
Markers
Writing materials
Newspapers, one per group

Preparation:

Gather needed materials.

Lesson:

The Value of Trust

Write the word *trustworthy* on the board. Ask the students, *What are the qualities of a trustworthy person?* Record ideas on the board. Assist the students in identifying a trustworthy person as being loyal, reliable, honest and having the courage to do the right thing.

Divide the class into five groups. Provide each group with a sheet of chart paper and a set of markers. Assign each group one of the following: teachers, parents, neighbors, friends, employers. Label the chart paper accordingly. Record the following question on the board: *What can you gain from _____ by being trustworthy?* Instruct the students to answer the question according to the group they have been assigned. For example, students who were assigned *teachers* would answer the question *What can you gain from teachers by being trustworthy?* Students would then create a list of possible answers on the chart paper. Answers might include, sitting where you like, a good feeling inside, extra day to complete an assignment, etc. When the students are finished, invite each group to share. Encourage the class to add to the list of ideas.

Trust at Work

Ask the students to imagine they are employers. Ask, *What qualities would you look for in someone you plan to hire?* Provide each group with the classified section of the newspaper. Invite the students to look through the *Help Wanted* ads and search for words that represent character traits an employer might look for in an employee. Record the character traits on the board. Discuss the list using the following questions:

- *Which qualities seem to be most important to employers?*
- *How do these qualities relate to trustworthiness?*
- *Is trustworthiness an important quality?*
- *If you had the choice of hiring someone who is honest or someone who is trustworthy, which would you choose? Explain.*

Cashing in on Trust

Ask the students to consider the following trust factors associated with each of the following aspects of George Washington Carver's life:

- When Carver left home at a very young age, Mariah and Andrew Watkins allowed him to live in their three-room home in exchange for help-

ing with chores.

- When in Ft. Scott, Kansas, Carver found odd jobs like working in a grocery store and doing laundry for the guests of the Wilder House hotel.
- Carver borrowed \$156.00 from a Minneapolis, Kansas, bank. It appears he used this money to open a laundry in a small shack near what was known as Poverty Gulch.
- While living on the plains of Kansas, and attempting to farm 17 acres of land, Carver relied on his neighbor, George H. Steely, and his farming implements as Carver owned only a hoe, a shovel and a corn planter.
- Booker T. Washington wrote to Carver in an attempt to persuade him to come to work at Tuskegee. Washington explained that they were planning to establish an agricultural school and would “be willing to do anything within reason” to encourage Carver to join the staff at Tuskegee.
- Using his influential contacts, Carver often found himself in the position of securing jobs or opportunities to further the education of his students.
- Carver spent very little money on himself. Instead, he used the money to give loans to students or donated the money to help those in need.

Ask the students, *If you had \$20, who would you trust to keep the money for you?* Provide each student with a sheet of notebook paper and a pencil. Instruct the students to answer the question by writing a five-paragraph essay. Remind the students to support their decisions with evidence including personal experiences and examples. Encourage the students to take the project through the stages of the writing process: prewriting, rough draft, revising, editing and publishing.

Closing

Encourage the students to share their paper with the classmate they feel is trustworthy.

Evaluate

- Are the students able to identify the qualities of a trustworthy person?
- Do the students recognize the benefits of being trustworthy?
- Do the students recognize the difference between being honest and being trustworthy?
- Were the students able to recognize the factors related to trust and Dr. Carver’s life?
- Are the students able to express their thoughts about a trustworthy classmate in a writing experience?

Links to Missouri Show-Me Standards:

Communication Arts

Students will acquire a solid foundation which includes knowledge of and proficiency in writing formally (such as reports, narratives, essays) and informally (such as outlines, notes).

Performance

Students will demonstrate within and integrate across all content areas the ability to identify and apply practices that preserve and enhance the safety and health of self and others.





“It is not the style of clothes one wears, neither the kind of automobile one drives, nor the amount of money one has in the bank, that counts. These mean nothing. It is simply service that measures success.”

— G.W. Carver

Objectives:

- Students will recognize the importance of self-discipline in their daily lives.
- Students will write a letter of encouragement to someone who looks up to them.
- Students will identify their own personal cardinal virtues.

Materials and Preparation:

Materials:

Cardinal Virtue Letter to M.L. Robinson (found in teacher background pages), one per student
Writing materials
Peanuts
Scissors

Preparation:

Gather needed materials.

Lesson:

Carver's Virtues

Provide each student with a copy of the Cardinal Virtue letter to M.L. Robinson. Inform the class that the letter was written to a representative of the Tuskegee senior class after they had given George Washington Carver a Christmas gift. Although Carver did not have children of his own, he considered the Tuskegee students to be his children.

Invite the students to read and discuss the letter with a partner. Challenge the students to identify which of the eight virtues represent the character trait of being trustworthy. (Obvious answers include the sixth virtue, "Who is too brave to lie," and the seventh virtue, "Who is too generous to cheat.") Discuss the other virtues Carver offers in the letter. Ask the students,

- *What virtues do you live by?*
- *Do you think that most people live by these virtues? Explain.*
- *Are virtues such as these important in today's society? Explain.*
- *What do the virtues teach us about George Washington Carver?*
- *About ourselves?*

Self Discipline

Ask the students, *What does self-discipline mean to you?* Record responses on the board. Create a list of activities and experiences which require self-discipline. Arrange the class into eight groups. Ask the students to once again look at Carver's letter. Assign each group one of the virtues from the letter. Ask the students, *How is self-discipline related to each virtue?* Encourage the students to explain their answer and give an illustration for each one. *Example: How is self-discipline needed to ensure that you are clean both inside and out?* (getting up earlier to shower, eating healthy foods, saying no to drugs and other things that are harmful to your body)

A Letter of Advice

Ask the students, *What virtues do you think are important?* Invite the students to work in small groups to create a list of ten to fifteen virtues that they think are important. Ask, *Who do you think might look up to you, respecting your opinion and valuing your experiences?* Assist the students in identifying younger siblings or relatives, students new to the area, or students in the lower grades. Some students may have

talents such as strong academic, musical, or athletic abilities which result in the admiration of their peers.

Inform the students that they are going to write a letter of advice to an individual or to a group of people. In the letter, the student must identify eight cardinal virtues a person should live by. The letter should be an inspiration to someone who looks up to them. Review the parts of a friendly letter, and encourage the students to include examples from personal experience within their letter. Once the students have written their letters, encourage them to deliver the letters to the appropriate individual or group or people.

Closing

Close by asking the following, *In his letter, Dr. Carver writes, "This gift, like all the others, is characterized by simplicity and thoughtfulness, which I hope each member will make the slogan of their lives." What does Carver mean by this? Is this possible? Explain.*

Evaluate

- Are the students able to identify the importance of being self-disciplined in daily activities?
- Are the students able to develop their own set of cardinal virtues?
- Can the students identify people in their lives which look up to them?
- Are the students able to express advice to others based on personal experiences?

Links to Missouri Show-Me Standards:

Communication Arts

Students will acquire a solid foundation which includes knowledge of and proficiency in writing formally (such as reports, narratives, essays) and informally (such as outlines, notes).

Performance

Students will demonstrate within and integrate across all content areas the ability to analyze the du-

ties and responsibilities of individuals in society.





“No individual has any right to come into this world and go out of it without leaving behind him distinct and legitimate reasons for having passed through it.”

— G.W. Carver

Objectives:

- Students will compare their life challenges with the life challenges of Carver, recognizing the importance of self-discipline.
- Students will conduct a role-play activity in which they interview George Washington Carver regarding societal issues.
- Students will write an interesting and informative newspaper article based on their interview with Carver.

Materials and Preparation:

Materials:

Cardinal Virtue Letter to M.L. Robinson, from previous lesson
Reading 4.1
Handout 4.2, one per two students
Writing materials
Candy bar, one per student (see *Closing*)
Pop, one per student (see *Closing*)

Preparation:

Gather needed materials.
Copy and cut in half Handout 4.2 creating one half per student.
Copy Reading 4.1, one per student.

Lesson:

In Search of An Education

Distribute Reading 4.1 to the students and allow them to read the article. Ask the students,

- *How does George Washington Carver's quest for an education differ from yours?*
- *How do you think this compared to other black children growing up at the same time?*
- *What about white children?*
- *Carver later went on to teach at Tuskegee Institute; what do you imagine his life was like there?*
- *What evidence can you find in the article or other examples from Carver's life to support the statement that George Washington Carver had a great deal of self-discipline?*

What Would Carver Say?

Ask the students to imagine that they have been requested to conduct an interview with George Washington Carver. The focus of the interview is “Dealing

with the Pressures of Today's World.” Instruct each student to create a list of five questions they would ask Carver. The questions should focus on the designated topic of discussion. The students should seek Dr. Carver's insight into today's issues: poverty, recycling and crime.

Once the students have recorded their questions, invite them to pair up with a partner. One student will act as the interviewer while the other plays the role of George Washington Carver. Tell the students that for this activity, they should remember that Dr. Carver lived by the virtues outlined in his letter to M.L. Robinson. Remind the students that responses from Carver should provide evidence supporting strong self-discipline as well as his belief regarding wastefulness. Allow the students to exchange roles and continue the activity. When finished, ask the students how “Dr. Carver's” responses differ from the way they would answer each question.

Distribute a copy of Handout 4.2 to each partnership, and instruct the students to compile the infor-

mation from the interview into a newspaper article that will be published and shared with the class. Remind the students that a newspaper article should have a headline or sub-heading which catches the reader's eye and tells what the story is about in just a few words. In addition, the lead, or first few sentences, draws the reader into the article. The questions of Who?, What?, Where?, When?, Why? and How? should be answered in the article. Encourage the students to share their article with the class.

Lesson Option/Extension Ideas: Encourage the students to conduct additional research regarding George Washington Carver's life and then use a video camera to film the interview. Invite the students to dress in costumes in order to create an authentic interview, allowing "Dr. Carver" to cite examples from his own life as he attempts to answer some of today's tough questions.

Closing

Challenge the students with the following exercise on self-discipline:

Distribute a candy bar (or some other desirable treat such as cookies or chips) to each student. Inform the students that they may eat the candy whenever they would like; however, if they choose not to eat the candy and elect to wake up a bit earlier and write a short paragraph about the morning weather, they can receive a pop (or some other treat which is even more desirable than the first) to accompany the candy bar. In order to receive the pop the students must a) not eat the candy bar b) wake up early c) write a short paragraph about the morning weather d) bring the candy bar and the paragraph to school the following morning. Students will then receive a pop to drink while eating their candy bar.

Evaluate

- Can the students give evidence of self-discipline in the life of George Washington Carver as well as their own?
- Are the students able to answer questions from the perspective of another individual such as Carver?
- Are the students able to write an interesting and informative newspaper article?

Links to Missouri Show-Me Standards:

Communication Arts

Students will acquire a solid foundation which includes knowledge of and proficiency in writing formally (such as reports, narratives, essays) and informally (such as outlines, notes).

Performance

Students will demonstrate within and integrate across all content areas the ability to exchange information, questions and ideas while recognizing the perspectives of others.



In Pursuit of Knowledge

As a young boy, George Washington Carver found himself going to great lengths to achieve what many of today's youth take for granted—an education. Leaving home at the age of 11 or 12 (though Carver himself reports as early as age nine) with very little food and no plans of where to stay, is proof of George's longing to learn. In order to attend school, George had to work for his living and to pay his educational expenses. Having learned skills such as cooking, cleaning, laundry and other household chores from Susan Carver, George was able to secure several jobs to pay his way. Often while he worked, George would have his reader or speller propped up in front of him.

George was so dedicated to receiving an education that at one point he lived in a tiny room under the back steps of a house, saving every penny he earned working as a cook. When he had earned enough to carry him through one term of school, he quit the job and rented a lean-to shack behind the school. George allowed himself one dollar each week to live on, and by the end of the term he was broke. This cycle was repeated many times throughout George's education. At Simpson College, after George had paid his \$12.00 tuition, he had ten cents left. With this money, he bought cornmeal and beef suet which he used to sustain himself for some time until his laundry business was up and running. George bought the equipment for his laundry business on credit. During his time at Iowa State, George stretched his limited income by making clothes and selling lye hominy. His diet was supplemented by wild plants, mushrooms, and leftovers supplied by the campus cook. He collected his classmates used pencils stubs and saved cut-up wrapping paper to assist with his studies.

While in college, George found himself involved in various academic and social activities. He worked hard to pay his bills and studied to keep up his grades, never earning less than a B grade average. The following is a brief list of some of George's activities while in college:

- Served as missionary chairman for the Young Mens' Christian Association
- Organized the Agricultural Society
- Wrote the class poem and drew the class picture
- Quartermaster of Iowa State's military division
- First trainer for the Iowa State football team
- Created decorations for banquets
- Played the guitar and gave lessons to classmates
- Member of the:
 - Welsh Eclectic Society (debate club)
 - German Club
 - Art Club

George Washington Carver took many chances in his life, but there is one chance he refused to take. As evidenced through his pursuit for an education, George refused to take a chance on missing an opportunity. Throughout George's life, he had a strong distaste for wastefulness, especially that of wasting of time.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



“There is no short cut to achievement. Life requires thorough preparation—veneer isn’t worth anything.”

— G.W. Carver

Objectives:

- Students will identify how motivational factors influence self-discipline.
- Students will recognize the need for self-discipline in accomplishing daily tasks and life goals.
- Students will create and monitor a detailed behavior plan which outlines the implementation of a new desirable behavior into their daily lives.

Materials and Preparation:

Materials:

Handout 5.1 and 5.2, one per student

Preparation:

Gather needed materials.

Lesson:

The Results are In

Create a two column chart on the board. Label one side of the chart *Met the Challenge* and the other side *Did not Meet the Challenge*. Refer to the self-discipline exercise which culminated the previous lesson, and invite students to record their names or place a tally mark under the appropriate column. Divide the class into two groups, those who met the challenge and those who did not. Instruct the students to discuss the results of the challenge. Each group should be prepared to share the following: 1) Why they (or the other group's members) were successful in meeting the challenge. 2) Why they (or the other group's members) were not successful in meeting the challenge. Discuss the findings.

- *Does motivation play a large part in self-discipline? What are some sources of motivation?*
- *Do motivating factors differ from person to person? Given what you have learned about George Washington Carver, what do you think motivated him?*
- *Was he motivated by outside forces? Inside forces? Both?*

Read aloud the following excerpt from a letter written to Carver from Booker T. Washington asking him to come to Tuskegee to work in the newly es-

tablished Agricultural Department:

"I cannot offer you money, position or fame. The first two you have. The last, from the place you now occupy, you will no doubt achieve. These things I now ask you to give up. I offer you in their place work—hard, hard work—the task of bringing people from degradation, poverty and waste to full manhood."

In addition, during his 47 years at Tuskegee, Carver's salary averaged only \$1000 a year. Considering this new information, ask the students the question again,

- *Was he motivated by outside forces? Inside forces? Both? Explain.*
- *Are you motivated by external forces or internal forces or both? How do you know?*

Making Changes

Ask the students to create a list of bad habits they would like to eliminate from their lives, such as biting their nails, or new habits they would like to implement, such as getting up early. Inform the class that they can break bad habits or build good habits

by using self-discipline and a plan of attack. Inform the students that the key to eliminating an undesirable behavior is to first determine the purpose of the behavior and then to select a more appropriate behavior to take its place. For example, nail biting is often a sign of nervousness or boredom; an appropriate replacement behavior may be chewing gum or tapping a knee.

Students will develop a plan for eliminating an undesirable behavior. Distribute Sheets 5.1 and 5.2, and assist the students in completing their plans. Encourage the students to be detailed in their descriptions. When the students have finished, invite volunteers to share their behavior plans.

- *Will it be easy or difficult to change the behavior? Why? How much self-discipline will it take to accomplish the goals outlined in the plan?*
- *Are there ways we can help one another meet the goals? How?*
- *Do you think it would be possible to create a behavior plan for the class?*
- *What behaviors might we wish to change as a class?*
- *What would our plan look like?*

If time, develop a class-wide behavior plan to be monitored over the next few weeks or months.

Closing

Challenge the students to monitor their plan over the next few weeks. Encourage the students to report their failures and successes to the class in weekly class meetings. Stress the importance of revising a plan that proves to be unsuccessful. In addition, stress the dangers of giving up on a plan too quickly. Encourage the students to give the plan two weeks before attempting any changes. Reward students who are successful with their plans as well as those who are persistent.

Evaluate

- Do the students recognize the motivational factors associated with self-discipline?
- Do the students understand the difference between extrinsic and intrinsic motivators?
- Were the students able to create a detailed behavior plan for an undesirable or newly desired

behavior?

Links to Missouri Show-Me Standards:

Social Studies

Students will acquire a solid foundation which includes knowledge of relationships of individuals and groups to institutions and cultural traditions.

Performance

Students will demonstrate within and integrate across all content areas the ability to develop, monitor and revise plans of action to meet deadlines and accomplish goals.



What does the undesired behavior look like? (What does it look like? Where does it occur? When does it occur? Why is it occurring? How often does it occur? How long does it last? How intense is it?)

What will the replacement or new behavior look like? (How long? How often? How many? etc.)

What intrinsic motivational factors are associated with this new behavior?

What extrinsic rewards can be set in place as a reward for exhibiting the new behavior? (Who will give the reward? When will the reward be given? How often will the reward be given?)

How will you know when you have mastered the desired behavior?

Statement of Behavior Plan:

Example: *During the next six weeks, I will participate in an aerobic workout at a local gym for 30 minutes, twice a week. After four successful workouts, I will rent and watch a movie with my friends.*

In the space below, create a calendar, graph or other chart, to log your behavior as identified in your behavior plan. For the example noted above, a calendar might be used.



“Where there is no vision, there is no hope.”

— G.W. Carver



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